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ABSTRACT

This report presents findings from the Task Force on U.S. Community Colleges, established by the United States Agency for International Development (USAID) in 1994 to identify and develop specific ways in which community colleges might help implement USAID's strategies for sustainable development. Following introductory materials, including an overview of the Task Force's mandate and findings, the report discusses the mutual interest among USAID and the nation's community colleges in sustainable development and cost effective partnerships. Next, background information is provided on USAID and the nation's community colleges, including maps of USAID missions worldwide and community colleges nationally. The next section discusses mechanisms and modes for cooperation used by community colleges, including consortia, partnerships, and contracts and grants, and by USAID, including technical assistance and training. The next three sections describe examples of community college functions that support USAID areas of concentration, use USAID operational approaches, and focus on USAID programs and methods. Three suggestions for pilot projects are then put forth in the areas of planning educational reform, training environmental workers, and language training. Finally, a list of recommendations for broadening the colleges' representation in USAID efforts are provided. Lists of Task Force members and community colleges and consortia cited in the report are appended. (TGI)

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ED 398 942

Task Force Report on U.S. Community Colleges

Prepared for the United States Agency for International Development

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May, 1995

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Seeking a New Partnership

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A Report of the Task Force

on

U.S. Community Colleges

The Task Force dedicates this report to the memory of John O. Stevenson, Jr., Task Force member and colleague, who died November 23, 1994. An ardent advocate for access to education, Dr. Stevenson's lively intellect and ability to communicate are reflected throughout the report as well as in the front line stories carrying his by-line.

Seeking a New Partnership

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ABSTRACT

Envisioning a New Partnership

This country's community colleges have important contributions to make to USAID's program. They have skills, capacities and resources that fit Agency needs. They have the interest, the will and the commitment to support U.S. foreign policy for social and economic development through international post-secondary education.

One of the fundamental missions of community colleges is to promote and support learning for students increasingly diverse in ethnic background, socioeconomic status, age, educational preparation, and objective. This mission not only parallels the priorities of USAID, but also coincides with the problems confronted by most developing nations.

Many of the operational approaches the Agency has identified to implement its strategies for sustainable development are also emphasized in the community colleges, driven by needs and rewarded with results at the local or state level. Community colleges also have a long history of international experience, from language and other training programs to institution-to-institution linkages. In the last decade, they have moved increasingly into economic development as U.S. businesses and industries look for international trade opportunities and enter global markets.

The community college outreach--whether it involves voluntary, non-profit, or for-profit sectors, whether the sectors are public or private, whether they work separately on one occasion or all together at another time--mirrors the approach USAID espouses in its work.

In short, community-based higher education presents a new paradigm for USAID, and a challenge to move beyond simply recognizing the relevance of community colleges. The Agency now needs to view them as a resource and, with them, begin to think through and develop efficient and effective mechanisms for a mutually beneficial relationship.

The next step is to identify and develop specific ways in which community colleges can help implement USAID's strategies for sustainable development.

Among the potential outcomes: new, streamlined ways to access the resources of community colleges; fuller participation of community colleges in USAID strategies and programs; increased information exchange on development assistance; new models that offer more cost-effective approaches to education and training; and new ways of creating and strengthening grassroots skills that reflect the economy and culture of the community and country.

MANDATE

The Task Force on U.S. Community Colleges was established by the Board for International Food and Agricultural Development and Economic Cooperation (BIFADEC), and funded by USAID. Made up of representatives from U.S. community colleges and USAID, the Task Force was charged to:

- Examine and report on USAID's knowledge and use of the resources of community colleges.

- Identify community college programs and expertise that support USAID's strategic objectives.

- Consider policies and means to facilitate and enhance the use of community colleges by the Agency in carrying out its objectives.

FINDINGS

- USAID and U.S. community colleges have to date had little knowledge of one another's policies, programs or approaches.

- There is a natural match between the needs and capabilities of U.S. community colleges and USAID.

- It is in the interest of USAID to view U.S. community colleges in a policy sense; that is, as a resource with demonstrated skills, experience and commitment that are exportable and that can contribute to common goals.

- It is in the interest of U.S. community colleges to support Agency goals of sustainable international development.

A NEW MODEL FOR DEVELOPMENT ASSISTANCE

Chairman's Overview

The Task Force on U.S. Community Colleges was appointed in fiscal 1994 by the Board for International Food and Agricultural Development and Economic Cooperation. Its mandate was to determine the extent to which community colleges can help advance USAID's strategic objectives and how best to match their capabilities with the international development needs of the Agency.

As leaders in international education for nearly 20 years, institutions within the community college system in this country have established cost effective and sustainable programs in many areas of the world. **The Task Force found that the international programs already existing at many of our community colleges are a near-perfect match with the need for cost-effective, sustainable development programs required at a time of increasingly severe budget constraints.**

Using proven methods and techniques coupled with new technology and distance learning, our U.S. community colleges can employ their models of program delivery and their past experience to blend our strengths and capabilities with USAID's needs. The colleges are in a position to contribute to development assistance and other programs across a wide range of disciplines and skills--whether the setting is rural or urban, whether the required technology is high-tech or low-input, whether the needed education and training involves curriculum development or access and equity.

Community colleges understand the problems of having to do more with less. With this approach, we can expect a significant savings of U.S. dollars for the delivery of almost every aspect of the Agency's international development program. For example, the General Accounting Office has reported that for each tax dollar spent on certain international exchange programs, the private sector generates $12 in other resources and in-kind contributions--a tremendous "bang for the buck" in this period of fiscal austerity.

Low-cost international education programs are essential investments in addressing real world problems and securing export markets for the United States. We can provide language training for U.S. exporters and teach English in foreign countries, and we are also positioned to assist large and small businesses in exporting their products or services to foreign countries.

In addition to the obvious dollar impact to our economy from a major export of educational programs, community college involvement in international education also results in significant benefits to our local communities, including a better informed business community, an enriched student population, top quality technical and vocational programs, expanded opportunities

for international studies, exchanges among leading institutions of the world, and the development of a network of linkages and working relationships for future business.

This report summarizes the key capabilities we have developed and some of the lessons we have learned for social and economic development through post-secondary international education that also benefits our own country.

The three questions posed in the Task Force mandate and their related findings are:

1. **Do our organizations know much about one another? They do not.**

   While USAID and the colleges are aware of the worthwhile missions of the other, neither seems to have had much more than passing knowledge of each other's priorities, programs or processes. Our recommendations address this matter, and this report is specifically designed to help bridge the information gap.

2. **Do our organizations have mutual interests? They do.**

   When asked to describe examples of their own development activities, the community college representatives provided the kind of detail that brought their work to life in a way that charts and graphs and mission statements cannot do. Their stories mirror many aspects of USAID's agenda and are included here in that context. **In the report you will find examples of community colleges working in the Agency's four areas of concentration, using its operational approaches, paralleling its programs and methods.** These narratives do not represent all that is going on around the country in our community college system; they are a sampling of the roles community colleges can play in international development.

   As District President of Brevard Community College, I would like to cite some examples of our successes at the international level. Brevard Community College has served more than 3,500 international students from over 50 nations since 1977. In addition, the institution has hosted more than 1,100 international educators and other professionals from abroad. In the past 25 years, BCC has sent more than 2,200 students to study in Russia, Western Europe, and Latin America. BCC was a founding member of Community Colleges for International Development (CCID) and was instrumental in its formation.

In the 1993-94 academic year Brevard Community College: Initiated a Russian Studies Institute in response to the growing need for training in Russian language and culture for NASA and others; initiated the formation of the Institute for Latin American Studies; enrolled 142 international students from 43 countries; entered into a Memorandum of Agreement with TELESUR, the telecommunications company of Suriname, South America to support joint educational activities; and initiated a formal faculty and professional exchange with Moscow State University.

3. **Can the Task Force members suggest ways to further a mutually beneficial relationship? We have.**

Our recommendations are aimed at sustaining and enhancing a beginning relationship that has many common goals and whose needs and resources appear to be highly complementary.

The Task Force is mindful of budgetary constraints, and the recommendations represent necessary first steps to recognition of this new partnership at the policy level. For example, community colleges should be represented on the appropriate USAID advisory groups. A concerted public education effort on the role of development assistance needs to be undertaken. Provision must be made for a meaningful follow-up to the progress already made toward establishing this new partnership.

Community colleges in the United States are positioned to assist on both the national and international level for broad-based economic growth, protecting human health and the environment, and encouraging democratic models abroad. They operate in a multi-cultural, multi-national environment with people in transition. As our country goes through downsizing of defense and other industries, worker retraining, training for exporting American products, and training for new jobs, challenges at home have become increasingly important.

It is important to continue to maintain support for the nation's community colleges, for U.S. community colleges are uniquely qualified to provide services at low cost and with rapid turnaround, for people with varied educational backgrounds and skill levels. What is needed is a new direction and a new commitment from USAID and the Congress to utilize our community college system to access opportunities for worker retraining in the United States and for carrying out programs at the international level.

- - Maxwell C. King
Chairman of the Task Force

A MUTUAL INTEREST IN SUSTAINABLE DEVELOPMENT

The focus of USAID's foreign assistance is on sustainable development. This process is characterized by economic and social growth that does not exhaust the resources of the host country; that respects and safeguards the economic, cultural and natural environment; that creates many incomes and chains of enterprises; that is nurtured by an enabling policy environment; and that builds indigenous institutions that involve and empower the citizenry.

The route to sustainability that USAID follows lies in working with and strengthening the institutions, associations and networks that contribute to an open, participatory civic society. Such elements include indigenous nongovernmental organizations (NGOs), private voluntary organizations (PVOs), business and professional associations, educational institutions, community groups and local political institutions.

The way USAID goes about setting its goals for sustainable development is not so different from what community colleges do. While the goals of the Agency are set in a national and global context and those of the community colleges reflect the state and local level, the approach is remarkably similar. They both:

spell out strategies for sustainable development that have specific objectives for economic and social growth;

forge partnerships with the community and people involved; and

use methods that promise the greatest impact for the least cost.

Community colleges have engaged in this very kind of groundwork for years, and increasingly so abroad, as U.S. competitiveness and international trade impact on state and regional businesses and industries.

When one adds to this match the commonality of interests and expertise in various functional areas, **clearly the potential exists and the climate is right for a substantive and mutually beneficial partnership between USAID and U.S. community colleges.**

A COST EFFECTIVE PARTNERSHIP FOR THE LONG TERM

A partnership with the U.S. community college system presents USAID with two unique opportunities:

a new, cost-effective paradigm for human resource development, one that reflects the Agency's emphasis on building democratic, participatory institutions; and

local development expertise and experience that can help implement USAID strategies for sustainable development, with significant capacity in Agency-targeted areas such as economic growth, human health and the environment.

Whether developing countries use the expertise of U.S. community colleges in specific projects or emulate the model within their own borders, they will have found an invaluable tool for achieving their own social, civic and economic goals.

A USAID/Community College partnership presumes a long-term relationship. The following principles are suggested as a foundation to build upon:

The importance of sustainable international development to global security is a shared view.

The global applicability and value of community education are acknowledged.

The unique strengths of U.S. community colleges will be applied to Agency priorities and needs in promoting sustainable development.

The participation of the host country in formulating the objectives, programs, services, expertise, and evaluation is essential to each project.

The involvement of the U.S. private sector is invited.

Measurable criteria for advancing one or more of the Agency's goals must be a part of each joint initiative.

THE U.S. AGENCY FOR INTERNATIONAL DEVELOPMENT

New Urgencies, New Opportunities

USAID, a federal agency headquartered in Washington, D.C., derives its strength from its missions abroad, located in four regions of the world: Africa; Asia and the Near East; Latin America and the Caribbean; and Central and Eastern Europe and the New Independent States of the former Soviet Union.

The Agency was created in 1961 with two purposes in mind: to respond to the threat of communism and to help poorer nations develop and progress.

Throughout the post-World War II years, foreign aid has been a key component of U.S. foreign policy. It has had two widely recognized distinctive components: military aid and economic aid. The latter includes humanitarian relief, economic support and development assistance.

Today, with the collapse of the former Soviet Union and the end of superpower competition, new and unprecedented opportunities present themselves, along with increasing threats from environmental degradation, poverty, rapid population growth, conflict and anarchy.

The Agency's development assistance programs are seen as a critical part of the U.S. response to problems arising in this new, more interdependent world. The focus is on promoting sustainable development.

If development efforts are to be sustainable, the developing nations must be able to educate and train people at all levels, including their own technical and managerial people. A partnership with U.S. colleges, universities and academic associations thus becomes ever more critical to USAID's work.

USAID is also paying special attention to the central role that women play in the sustainable development process. They account for more than half of the developing world's microentrepreneurs and provide most of the labor in agriculture. They are the sole breadwinners for an increasing number of households. Still, in much of the world, women and girls are disproportionately poor, ill and exploited.

Success in sustainable development is measured by the effect of the projects on the lives of the people. Questions to be answered include: Do the projects create jobs and income, enhance public health, build indigenous democratic institutions? Do they empower beneficiaries through their participation in planning, managing and assessment? Do they help establish and strengthen indigenous non-government organizations? Do they create economic opportunities for American business? Is information on these opportunities made available to people at home as well as abroad?

THE U.S. AGENCY FOR INTERNATIONAL DEVELOPMENT

Areas of Concentration for Achieving Sustainable Development

In addition to humanitarian assistance to victims of famine, natural and manmade disasters and post-crisis transitions, USAID supports programs in **four areas fundamental to sustainable development**. The following brief descriptions highlight programs likely to be of most interest to community colleges:

Encouraging Broad-Based Economic Growth

USAID recently launched a Microenterprise Initiative aimed at helping people mired in poverty gain a self-sufficient foothold in the productive economy. Projects include a focus on the availability of primary education, technical and vocational training, the freer flow of technology and technical information, and training in business skills. In another aspect of economic growth, the Agency seeks to strengthen public and private institutions so that the people involved can manage their own development process.

Stabilizing World Population Growth and Protecting Human Health

Most of USAID's resources in this area support voluntary family planning systems, reproductive health care, the particular needs of adolescents and young adults, infant and child health, education for girls and women, particularly at the primary and secondary school levels, and basic literacy for adolescents and young women, all of these correlating strongly with lower birth rates, improved child survival and desired smaller family size.

Building Democracy

USAID supports democratic mechanisms such as elected legislatures and legal systems as well as professional associations, educational entities, indigenous nongovernmental organizations (NGOs), particularly those that are partners in development, and educational efforts that reflect community participation, promote development of local NGOs, and encourage tolerance.

Protecting the Environment

USAID-supported projects target objectives such as: pollution prevention strategies and pollution control systems in industry; improved water resources management in urban areas; technical training for regulatory agencies; and creating or strengthening of competent environmental institutions within government, the private sector, the NGO community and academia.

USAID

- The perception by Americans of federal spending for foreign aid differs radically from reality. A recent Harris poll reveals that a majority of the Americans surveyed believed that 20 percent of federal government spending goes to foreign aid. The actual figure is less than 0.5 percent of the federal budget.

- Compared to all other developed countries, the United States ranks last in economic and development assistance, with the smallest percentage of its gross national product budgeted to overseas development assistance.

- Most foreign aid money is spent on the procurement of U.S. goods and services. By law, nearly all U.S. assistance must be spent on American-produced items.

- USAID contracts with more than 3,500 U.S. firms and over 300 U.S. private voluntary organizations, the latter responsible for delivering much of U.S. food aid, which accounted for over $1.4 billion in U.S. goods and services in 1993.

- Developing countries are the fastest growing markets for U.S. exports. Over the last five years, U.S. exports to those countries grew at the rate of $20 billion a year, translating into more than three million new U.S. jobs.

- During the past two years, American exports to developing countries have represented nearly 40 percent of total U.S. exports. Between 1984 and 1993, U.S. exports to the 20 aid recipients that maintained the best economic policy performance increased by 174 percent. Even to the worst performing countries (the bottom 20) U.S. exports rose by 45 percent.

- Four out of five of the world's consumers will live in developing countries by the year 2000.

USAID Field Missions
June 1995

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U.S. COMMUNITY COLLEGES

A Success Story

The first two-year college was established in the United States in the early 1900s. Today, there are 1100 regionally accredited community colleges--approximately 90 percent of them publicly supported--and one in nearly every congressional district in the country.

Community colleges offer a number of distinct and important types of programs and services:

Traditional academic programs that can be applied at any point in transfer to a four-year college or university and that also can culminate in a two-year degree;

Technical and vocational programs in many fields, including those for certain licensed professionals and technicians;

Continuing education courses for job upgrading, re-entry or personal interests;

Developmental services to prepare students for post-secondary studies or employment training;

Special subject matter centers that focus on such fields as economic development and international trade; and

Short-term programs, forums and discussion centers that address interests and issues affecting the community and often serve as a primary resource for cultural and civic activities.

Data for 1993 indicate the outreach of U.S. community colleges:

More than six million students were enrolled in credit courses, 43 percent of all students in postsecondary education. Of these, 27 percent were minority students. Another five million students were enrolled in not-for-credit classes.

The average number of credit-students in a public two-year college in 1993 was approximately 3500. The number ranged from 110,000 students in the Los Angeles Community College District to 35 students at John Gupton College, Tennessee. More than 500,000 associate degrees were awarded, one-fourth of all college degrees awarded that year. Over 45 percent of the conferred degrees were in business, health-related and engineering specialties.

The average annual tuition and fees at two-year public colleges for 1993-1994 amounted to $1,114.

U.S. COMMUNITY COLLEGES

Resources for Sustainable Development

U.S. community colleges are among the most democratic of all institutions--a valuable paradigm for countries seeking to understand and support sustainable democratic processes.

Open admissions policies distinguish U.S. community colleges from almost every other system of higher education in the United States and in many other countries. The social importance of such policies can scarcely be overstated. New aspirants to higher education can view a college degree as attainable and within reach in terms of both time and money.

Community colleges are guided by the public. They operate in an open and participative environment. Local boards of trustees and curriculum advisory committees are drawn from the community and provide input and feedback. Other input comes from local business and government leaders, civic organizations, citizen groups and students.

Community colleges provide multiple entry and exit points for students, based on level of skills, personal circumstances, and specificity in what they want to accomplish.

Community colleges are responsive and flexible. The economic and social needs of their communities drive their agendas, and they evaluate and adapt their educational, training and development services to meet those needs.

Community colleges know how to partner. They are pro-active. They consult and develop partnerships with many sectors at local, state and regional levels, including government, business and industry, and non-government and private voluntary organizations.

Community colleges keep up with and teach state-of-the-art. Research activities are generally left to the universities and other public and private organizations.

Community college faculty members are front-line teachers and trainers, skilled at promoting community learning and fostering innovative teaching methods.

Community colleges are cost-effective, targeting low-cost, quality programs to specific needs of a variety of clients.

Community colleges participate in international development. They provide language and other training, develop institutional linkages, and are increasingly involved in economic development.

U.S. COMMUNITY COLLEGES

Agents of Local Development

They address community needs.

Community colleges tailor curricula and programs to meet the special needs of their communities. The colleges ask, they listen, and they set their goals by what they learn. The consultation process is an on-going one, allowing for timely course correction when needed.

They set objectives. They measure results.

Objectives are targeted to the identified needs. Expected outcomes are stated in specific terms and are measured against quantifiable results.

They create partnerships to maximize resources.

Community colleges serve as a main mechanism by which private industry, government, non-profit and volunteer organizations, and education entities come together to plan and work for economic growth and community development.

They train, educate and reinvest in people throughout their life span.

From early childhood development centers through physical therapy training for the elderly, community colleges offer lifelong opportunities for learning, retraining and skills upgrading. They serve students of all ethnic groups, incomes, and skill and educational preparation levels. They educate nearly half of all U.S. undergraduates. They are the chief suppliers of the specialized and technical workforce sought by local industry and the service professions.

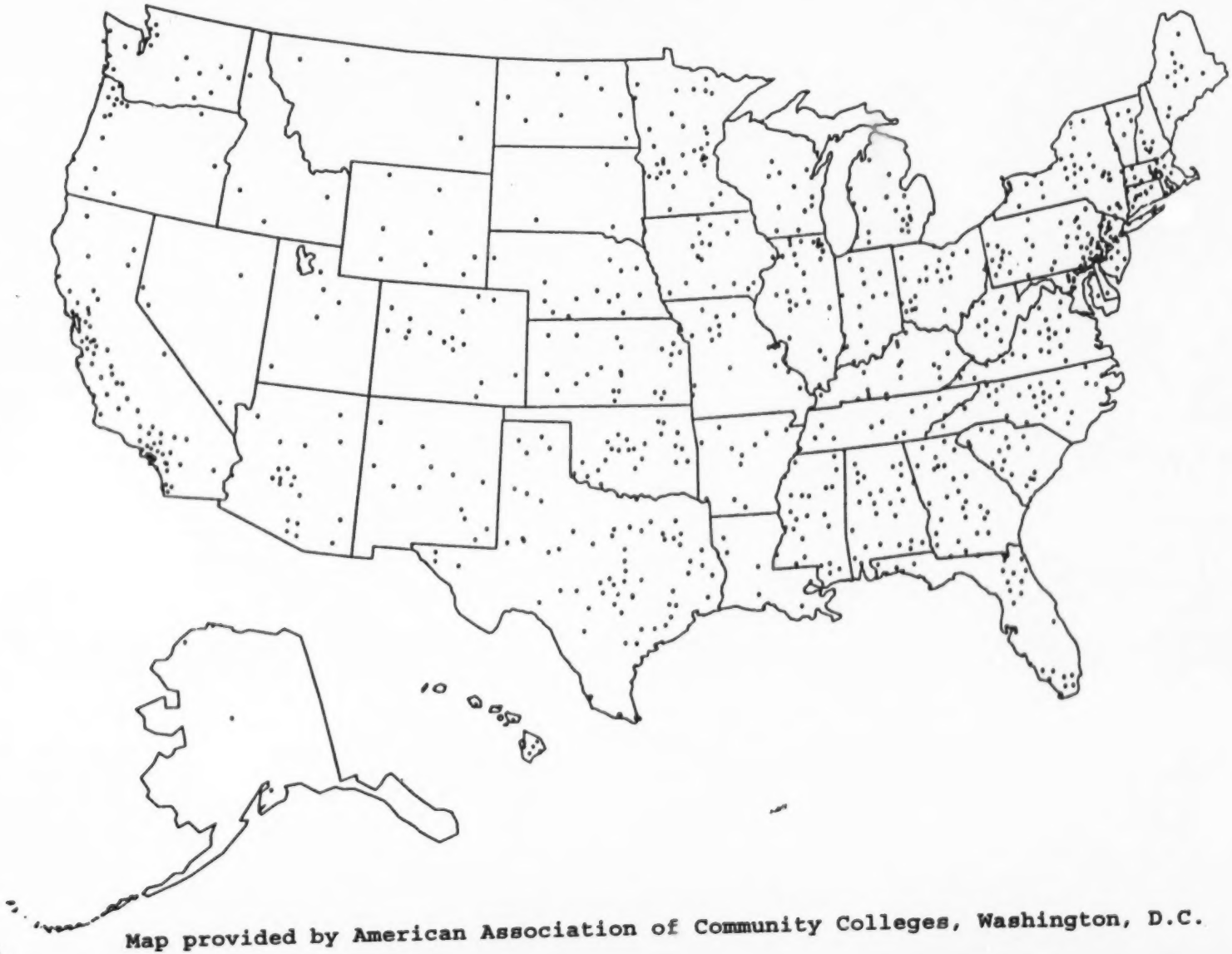
They deliver programs where they are needed.

Innovative methods and flexible classrooms reach students wherever they are. Pioneering work in distance learning via telecommunications helps reach remote, underserved areas.

They learn from the learner.

Community colleges engage in continuous evaluation of student needs and progress. This approach provides for an informed, proficient faculty, able to adapt curricula in a timely fashion to meet the needs of the learner.

LOCATION OF U.S. COMMUNITY COLLEGES



Map provided by American Association of Community Colleges, Washington, D.C.

DOING BUSINESS TOGETHER
Mechanisms and Modes for Cooperation

U.S. Community Colleges

Community colleges can be accessed through consortia, partnerships, contracts, grants, umbrella organizations and the American Association of Community Colleges.

Consortia. To offer a broad-based range of resources, many community colleges, often on a regional basis, have established formal consortia. A number of them have an international mission that includes developing countries. Examples:

> The International Consortium for Educational and Economic Development (ICEED) is a prime contractor with the Ministry of Public Education of the **Republic of Mexico** to deliver a number of complicated goods and services related to Mexico's $110 million World Bank Project on the improvement of vocational, occupational and technical education for post-secondary education institutions.
>
> The Community Colleges for International Development (CCID) projects in **India, Guyana, Taiwan, Romania, Turkey, and the former Czechoslovakia** are funded by the foreign governments, the U.S. Information Agency and USAID, using a lead college and several assisting colleges to deliver goods and services.
>
> The Northwest International Education Association (NIEA) includes two-year and four-year public and private colleges and universities as well as other educational, cultural and community-based organizations throughout the greater western area of the United States and Canada. Goals include support for international curricula and assisting members in implementing international development programs.

Partnerships. In this arrangement, several colleges come together as independent entities to work on a common project, such as:

> Projects entered into by the colleges in St. Louis, Coast, Maricopa, San Diego, Pima, and Cerritos districts, address staff development and training enhancement in **the former Soviet Union**. Alternative learning systems and distance learning, with telecourse, internet, point-to-point live interactive, and facsimile instruction, are being introduced.
>
> The efforts of 16 U.S. community colleges from five states provide the Mexican EPA the possibility of training technicians in hazardous materials handling in over 12 cities throughout the **Republic of Mexico**.

Contracts/grants. A commonality of interest arises either through serendipity, individual networking, or an international or foreign partner, and a relationship is developed to contract and offer a good or service to the host country, such as:

> A Canadian two-year college, several U.S. community colleges, and a Latin American college or educational organization come together to respond to a Request for Proposal for an initiative by a foreign government, World Bank, USAID, U.S. Information Agency, and other agencies.

In the federal grants arena, **937 awards were made to two-year colleges in 1994, the result of applications submitted to 40 grant programs, and totaling $192,160,117.** Grantors included the U.S. Departments of Commerce, Education, Energy, and Health and Human Services, and the National Science Foundation.

Contracted training. This is not an off-the-shelf course. Contracted training means listening to customer needs and translating them into agreed upon educational outcomes. The next step is determining the methodology for accomplishing the outcomes, considering such factors as the educational and work experience of the trainees, the equipment available, the language of instruction, time allotted for instruction, and lecture and laboratory facilities. Agreement on both conditions and outcomes is then spelled out in the contract between college and customer.

National umbrella organizations. Many community colleges work with national institutions, organizations, and foundations, such as Georgetown University, Partners for International Education and Training, International Development Education Associates, InterAmerica Foundation, and Soros Foundation, in delivering goods and services to foreign organizations.

These relationships evolve from subcontracts, shared contracts and joint-funded ventures. Community colleges join with PVOs, NGOs, commercial banks and foreign governments in "debt swaps" involving exchange of faculty expertise and training and curricula development projects.

The American Association of Community Colleges (AACC) represents the nearly 1200 regionally accredited American community colleges currently offering associate degree programs.

For more than 25 years, the Association, based in Washington, D.C., has had an international department that helps support community college involvement internationally, particularly in encouraging programs in international development, international/intercultural learning, foreign languages, foreign student matriculation, study abroad and faculty exchange.
- - *Kenneth D. Yglesias*

U.S. Agency for International Development

USAID mission purchases include:

Technical assistance, which includes contracts for managerial and technical consultants in projects developed in collaboration with host governments;
Commodities, which includes equipment and supplies needed to fulfill projects; and
Training, which includes academic, professional and technical training needed for the implementation of projects.

USAID procurement opportunities are advertised via:

Commerce Business Daily--includes advertisements for all USAID commodity procurement, technical assistance and training contract opportunities with a value greater than $25,000. For print version, contact U.S. Government Printing Office; for electronic version, U.S. Department of Commerce.

Internet--procurement information available via e-mail: procure@info.usaid.gov. FTPL: ftp.info.usaid.gov. Gopher: gopher.info.usaid.gov.

Procurement Information Bulletin--lists USAID procurement opportunities. Contact: USAID's Office of Procurement.

Procurement Information Access System--lists commodity procurement, technical assistance and training contract opportunities. Appears as a menu item on the Economic Bulletin Board of the U. S. Department of Commerce.

USAID's Office of International Training--information contact for organizations specializing in academic, professional and technical training.

Process Constraints include the expense for community colleges in preparing a proposal, and the expense for the Agency in dealing with small grants in the face of limited staff and various rules and regulations.

Conclusion: New, more user-friendly, less expensive mechanisms can be developed to increase the ability of U.S. community colleges and USAID to do business together. **More importantly, what is missing is a conscious internalization on the part of USAID that the U.S. community college system is available as an instrument for use in carrying out policies and programs in international development assistance.**

The Canadian Model

The following information is based on informal discussions with the Association of Canadian Community Colleges-International and the Partnership Branch of the Canadian International Development Agency. The cooperative relationship between these two Canadian organizations began in 1979.

Rather than working one-on-one with the more than 180 community colleges in Canada, the Development Agency provides funding and general strategic directions to the College Association. The Association, in turn, administers a competitive grants program that links developing country institutions with the Canadian colleges. The grants average about US $150,000 for three years.

The program expects 25 percent in-kind contributions from Canadian and developing-country community colleges, and unlike the scientist-to-scientist grants provided in university-based programs, the community college program tends to emphasize institution-to-institution linkages.

What kinds of projects are funded? In general the emphasis now is on curriculum development, train-the-trainer, institutional upgrading, partnerships with public and private institutions in the developing country, regional training sites specific to a subject of concern to several smaller countries, economic development and self-sufficiency.

Over the last seven years, the Development Agency has funneled approximately US $75 million to the colleges for international development programs. This year it is funding 145 community college projects.

The bottom line is that the relationship seems to work pretty well, and has for some time.

The first step the community colleges generally take is to work with their developing-country partners in assessing local needs. The Association attempts to pave the way by assessing needs nationally and by establishing necessary national contacts and linkages.

The Development Agency has consciously developed this three-way partnership that includes the developing nation, the Association and individual community colleges.

A key reason for including community colleges in the partnership is their ability to develop training programs and services that will eventually lead to economic opportunities for Canada. This kind of trilateral collaboration seems not only sensible from an economic standpoint, but it is also saleable to the people paying the taxes.

The College Association has a staff of some 40 people who are involved in various aspects of the program, such as announcing the competition, organizing peer review of proposals, book-keeping, and reporting to the Development Agency. In turn, that Agency has only a half of one full-time equivalent for program oversight.

It is clear that the Association of Canadian Community Colleges has played a pivotal role in developing a shared vision for the involvement of the colleges in Canada's international trade and development assistance program.

There are parallels to the interests and efforts of many in our own community colleges. We can learn more from further study of this model. -- *Hiram Larew, Marilyn Schlack*

FRONT LINE STORIES FROM U.S. COMMUNITY COLLEGES

Supporting USAID Areas of Concentration . . .

Building Broad-Based Economic Growth

If we were to select one group that affects the community college most today, I think it would have to be business and industry.

Our Eastern Iowa Community College District is the tractor manufacturing capital of the world and home to three community colleges, two of them rural and one in the Quad Cities, more of an urban college.

We became involved in international development because exporting had become extremely important to the tractor plants as well as to a large aluminum operation, and other smaller businesses and industries in our area.

The economic base in our communities has changed our mission dramatically. Twenty years ago our programs primarily addressed the social needs of our people. Now, we are probably putting as much emphasis on retraining and skill upgrading, and that has caused us to reach out much more in needs assessment, too.

We do not teach machinery now. We do not teach welding. Our area has had a tremendous layoff of the already-skilled workers in those fields. But we do a lot of teaching in computer technology and automated robotics welding because the people with the basic skills need the industrial upgrade.

We have 36 vocational-technical programs in such fields as agribusiness and farming, automotive technologies, banking and finance, computer and electronics technologies, and pre-professional studies in fields such as engineering, veterinary medicine and pharmacology.

In addition, here in the heartland of Iowa, people from over 48 countries are represented on our three campuses. Many are first-generation college students, starting at the community college level.

In international development, there does not seem to be sufficient support for technical education, transformation of the work place, or quality of the product being turned out for export. Educational and training systems seem to be a problem for many developing countries. They have put a high value on a university education and almost no value on the technical skills, which are critical to broad economic growth. Discussions on where economic development can best happen might be very helpful.
- - John T. Blong

Protecting Human Health and Stabilizing World Population Growth

On my campus, Harcum College, a two-year college primarily for women, we have a cluster of strong health programs, including medical lab technician, occupational therapy and physical therapist assistants, dental hygiene, and veterinary technology.

Students in these programs not only draw on the resources of major universities, such as the University of Pennsylvania, but they also bridge their theoretical course work with a lengthy practicum in area medical centers with whom we subcontract. When our students graduate, they have direct hospital and lab experience--an enormous asset for their prospective employers. And by virtue of our partnerships, we don't have to replicate expensive, specialized facilities.

Two points are relevant for our discussion:

First, I think we, and many other community colleges with comparable health programs, could, despite language issues, effectively provide short courses or one- or two-year degree programs to a wide variety of health-care/population workers from developing countries. Trained paramedical personnel are desperately needed in urban, and particularly rural, areas of the developing world where they are often the only on-site staff at local medical posts.

Expanding the cadre of trained medical personnel would also enable countries to respond more quickly to humanitarian needs at times of catastrophic natural disaster and would certainly seem to coincide with USAID's concerns.

Second, **the collaborative models we have developed with university medical schools, independent hospitals and other health agencies provide cost-effective alternative approaches to the delivery of health education.**

It is these kinds of linkages which I very often find missing in other countries, because they do not have the opportunity to see other models, and they continue to replicate the model they have.

In another example, the Houston, Texas, Community College System reports that it teams with the Northwest College Emergency Medical Services Department to assess needs for volunteer projects in Peru where school children are trained in emergency evacuation, medical, fire and flood procedures. Last year, the program, overseen by Partners of the Americas and funded by USAID, taught 24,000 teachers and 175,000 school children in Guatemala, Nicaragua, Honduras, Ecuador and Peru. And two Houston paramedics, adjunct faculty, trained 97 Lima, Peru, fire fighters in new trauma and medical procedures.
-- *Narcisa A. Polonio*

Encouraging Democratic Models Abroad

Our college was invited by the University Autonomic de Santo Domingo to serve as the resource college to help establish three new, American-style community colleges in the Dominican Republic. The goals are to catalyze economic development, foster jobs and create cultural resource centers.

Our La Guardia Community College on Long Island is large and urban, and part of the City University of New York. We have 11,000 full-time students, 28,000 non-degree students, and 300 full-time faculty. Student populations come from 80 different countries, speaking over 60 different languages.

The first of the new community colleges in Santo Domingo opened in Barahona this July, with approximately 150 students. Faculty and administrators worked together to develop the courses, train the faculty and design the physical facilities.

The initial focus for students is on computer technology, and travel and tourism. And a three-course study of entrepreneurship includes the development of a small-business management plan. A cooperative education requirement also commits the colleges to finding and supervising job internships.

Throughout, the model is one of community involvement and self-help where the learning process is concrete, participatory, and of economic importance to the life of the community.

The Santo Domingo students will develop marketable and entrepreneurial skills at the local level that fit into a broader national development plan. It is thus a natural outcome that the community college serves as a major resource to its community and to its region and country.

The process for accomplishing all of this is what makes community colleges so relevant. **It is not just a matter of how community colleges fit with USAID goals and priorities, it is the different and new vision they can bring to the whole idea of international development that gives them their extra edge.**

They offer more than technical assistance; they offer a special humanitarian concept. Their close ties to the needs of their local, grass-roots community make them a highly visible, fully participatory, truly democratic enterprise.

The process of replicating the model is, itself, a hands-on exercise in democracy. -- *John O. Stevenson, Jr.*

Protecting the Environment

Our national community college environmental project illustrates an approach to development that has international applications that seem consistent with what USAID is trying to do.

We created a special Institute nearly eight years ago to help meet the growing need for environmental education and technical training. Our clients are educational and industrial organizations and government agencies, such as the Environmental Protection Agency, the Occupational Safety and Health Agency, the Department of Energy, and the National Science Foundation. The Institute focuses on Hazardous Materials Training and Research.

Last year, in an EPA-funded national demonstration project, the Institute addressed a big problem: the scarcity of instructors qualified to teach technical environmental courses. A distance-learning, train-the-trainer course was piloted by several community colleges:

- Delta College, University Center, Michigan, a large college located in an industrial area of the state;
- Hinds Community College Academic and Technical Center, Raymond, Mississippi, which has a large minority population;
- Kirkwood Community College, Cedar Rapids, Iowa, a mid-size urban/rural college; and
- Santa Fe College, Santa Fe, New Mexico, a small college where the majority of students are Hispanic or Native American.

Each of these four community colleges illustrates sustainability in the project: They are offering the course on their own next year. Forty-three students enrolled in and completed the pilot course the past year.

The Institute also works in partnership with a corporation in Mexico to deliver environmental, health and safety training. The Institute trains the corporation's trainers, and the corporation edits and translates the texts on waste-site operations and emergency response.

The Institute also uses an EPA-designated site for water/wastewater technicians to upgrade their skills. Groups trained at this site include Egyptian environmental engineers in charge of training the operators of their treatment plants and the management staff of their training centers. --*John T. Blong*

FRONT LINE STORIES --

Using USAID Operational Approaches . . .

Assessing Needs, Setting Objectives, Measuring Results

Community colleges do assessments daily, and in many, many arenas.

Our Texas Southwest College is located a block from the most southern border of the United States. By virtue of our open admissions policy, 30 percent of our budget goes to developmental or remedial education. This means that I must be responsible for assessing each student who comes through our door, and follow through with the developmental process, assessing both entry-level and exit-level skills so that we know how to set our objectives in moving the students through.

We look not only at what our skill level should be for students but how well we are doing to ensure that they are at that level.

And we measure the results constantly. There are many ways to do so. There are licensure exams. Certification exams. Nursing board exams.

The transfer student who comes for the first two years is measured through articulation agreements with universities.

Job placement is another kind of measure, and we use it all the time. We also respond directly to employers for whom we tailor-make programs.

The bottom line is that community colleges pay attention to results. They often determine very clearly our future funding.
- - *Juliet Garcia*

A main attribute of our community colleges is that we go to our constituencies and elicit their input into program planning and goal-setting. We have honed that expertise far beyond any other part of higher education. Believe me, at my college, our staff can tell you what the skill needs are going to be.

We know how to go to our businesses, industries and services to find out what we need to know about a trained work force and what potential workers must accomplish in order to enter that work world. We are in direct contact with every major employer in our area. And we go to the recipients of training to bring them into the formula. We set our objectives based on the real world.

We have done that for years and are probably the only part of higher education that has taken that approach to developing programs. It is an area where we bring real expertise.
- - *John T. Blong*

Opening Opportunities, Advancing Equity

A major focus of the partnership between community colleges and USAID ought to be on replicating the best lessons of the community college paradigm. **It would be rewarding to determine whether the community college experience can produce new models for USAID and the international development process.** And also to see the extent to which our community college model fits into current USAID and American foreign assistance strategy.

Recent visits to 40 colleges and universities have given me a real sense of the role two-year colleges can play in developing countries.

My sense is that the community college model was created in this country to serve the masses. It is a reform movement in terms of technical training and opening up opportunities. It is a democratic institution that can make a tremendous difference in the quality of people's lives.

To a certain extent, community colleges have served as a safety valve that has provided stability to many communities in this country. There are probably more recent immigrants attending community colleges in the United States than ever before.

So, there is a lot of expertise in terms of dealing with diverse people. And part of the system's uniqueness is that it sends out its arms to all the other existing state and local agencies and brings those resources together, helping the community. It is something like a central coordinating agency in many respects.

Two-year colleges represent an effective reform tool for training individuals previously excluded from educational opportunities or displaced because of economic trends. This educational reform movement, transplanted to a developing country, could act as a safety valve by providing training for the masses.

USAID emphasizes that it is paying special attention to the role of women in development, focusing on their social, political and economic empowerment. Development assistance addresses specific needs of women in the developing countries: health, housing, education, equal access to productive resources and employment, participation in society, and empowerment. -- *Narcisa A. Polonio*

Choosing Models: Transferable, Sustainable, Accessible

Most educational linkages between U.S. schools and developing countries are at the university level, focused on research or teaching interests. These linkages are important connectors at the higher levels of leadership but often do not reach local communities where the majority of people live and work and where technical knowledge and skills are badly needed for development.

USAID may wish to look at how new modes for collaboration, with new assumptions and new processes, can supplement its traditional linkages. **Community colleges can help design and implement programs that are transferable and sustainable in both the United States and developing countries.**

One model involves partnering directly with private industry for contractual training at home and abroad. For example, Delta College's Corporate Services Division provides technical service support for the overseas dealerships of General Motors. Last year, we trained more than 400 technicians in 24 foreign countries for GM. Overall, the Corporate Services Division trained 24,000 workers, representing 505 companies in 18 states and 19 foreign countries.

We operate a permanent training center in Puerto Rico for the Caribbean and Central and South America, and offer training on a periodic basis in other locations, including Nigeria, Egypt, Ghana, Spain and China.

Another approach began for Delta College in 1988 with the Rift Valley Institute of Science and Technology (RVIST) in Nakuru, Kenya, where our Academic Division developed a model for international development exchange. We used paired learning teams of administrators, faculty, professional staff and students from both institutions to develop programs in business and computer studies, residential construction technology and humanities.

The 3-year, $50,000 grant from the U.S. Information Agency that launched the program ended in 1992, and the partnership is still going. As a result, RVIST now has a computer literate faculty and a computer lab that have brought recognition throughout Kenya. The school has graduated 43 students in computer studies and now includes a 3-year diploma program in computer studies and a computer literacy requirement for business students. An expanding development network of local schools, churches, civic groups, foundations, business and industrial firms has also attracted additional funding and other resources from the two communities.

Expanded access can be another benefit from new approaches. A recent report by the World Bank identifies access to postsecondary education for less privileged groups in Kenya and other African countries as a serious development concern. The Delta/RVIST partnership in Kenya has made such education more accessible to poor students from rural communities in the province and has created opportunities for advancement among women.

All of the 43 graduates in computer studies received good job placements. Many of the RVIST women faculty and staff received internal promotions or better positions as a result of training in technical skills. One of the male exchange faculty in residential construction technology used his newly acquired business knowledge and technical skills to become a *Jua Kali* -- small businessman. He now provides practicum work experiences for RVIST students and hires many of them upon their graduation.

This model for international team building and partnering was achieved at modest cost, and we have adapted it for development linkages in Japan, China and Mexico. The collaborative nature of the process tends to strengthen the technical infrastructure and to involve others in an extended institutional network that spreads learning and contributes to sustainability.
-- *Betty Jones*

FRONT LINE STORIES --

Focusing on USAID Programs and Methods . . .

Microenterprise and Small Business Development

Our USAID-funded project in Madras, India, is a good example of support for the Agency's Microenterprise Initiative. India does not have a large-scale, planned vocational program for the millions of people who are illiterate and need training in job skills. Many non-governmental agencies would like to help but are limited in resources and knowing how to go about it.

The Centre for Vocational Education, which we have been helping establish in Madras, is a brand-new approach for them. We work from one local community to another. Our faculty are there talking to people and local groups and agencies, finding out what they need. And we change gears quickly if what we are doing does not meet local needs.

Our goal is for the Centre to be self-sustaining, able to support itself with non-USAID funds. We helped develop a plan for the Centre to do its own fund raising, and in just over two years, they have leveraged US $60,000 from non-USAID sources.

Altogether, there will be 15 curricula, designed for the illiterate, semi-literate and literate populations. For example, the small business development curriculum focuses on persons who already have a small business and want to expand or develop an importing-exporting plan. For other interests and literacy levels, we translated the curriculum into Tamil--the local language--to train persons on how they could start their own businesses as street vendors or to become shop owners capable of managing leases and other essential business tasks.

Our assumption is, and this is at the heart of the USAID Microenterprise Initiative, **if we can move people into skills that are needed, and help them become employable, they are on the first rung out of poverty.** And they begin to realize that it is their own motivation that drives them to the next economic level, from street vendor to learning what is necessary to become a shop owner, and--eventually for some--into the import-export process.

The Centre has trained over 600 persons--in tailoring, small engine repair, total quality management, small business development, geriatric home health care, project management and grant writing. The training is a collaborative effort of community college faculty, Indian educators, voluntary agencies, and local business and crafts persons working in Madras communities and area villages. U.S. community college participants include not only Sinclair, but also the Eastern Iowa Community College District and the 60 other member colleges in Community Colleges for International Development. - - *Jean Cook*

Diversity and Microenterprise

Nearly all the peoples of the world with whom USAID deals are people in transition. Community colleges in this country consistently deal with people in transition.

Many community colleges operate in a multi-cultural, bi-linguistic environment. Many of us on a routine basis develop training structures and curricula in two or more languages.

The primary student population in our urban institutions is often female. The primary instructional population is often female. The primary administrative population is often female, and many are women of color. I believe this situation brings a special expertise that may lead them to develop curricula in a unique way--another asset of this country's community college system in tailoring our training to our clientele.

Not too long ago, representatives of the taxicab and limousine drivers in New York City approached our community college and said, "You do a lot of work with people who do not speak English very well, and that is who is driving our taxicabs. Would you help us show them how to negotiate the city?" We said, "Of course."

Black South Africans were particularly interested in the taxi program because the only black-owned businesses in Johannesburg were limousine and livery services. The functional reality of microenterprise development involves linking training to expressed and necessary community needs.

The president of an African country once explained to me why there were no people available in his country to do airplane repair. His university was patterned on the classic Oxford system. The structure was not designed for people to be trained to provide such services but for people to be trained to manage such service providers. So when his plane needed repair, technicians from out of country had to be imported.

And in terms of capitalizing on our diversity, the president of a Vietnamese Chamber of Commerce in southern California recently referred to Vietnam's desire to learn how to make it in the world economy. He suggested we should take note of the "capacity of the one million Vietnamese in America to serve as the bridge to Vietnam, which is rich in undeveloped resources."

- - *John O. Stevenson, Jr.*

Trade Assistance Partnerships

Along with a growing number of community colleges across the country, College of DuPage decided some years ago that it was uniquely positioned to respond directly to the information and marketing needs of area businesses. DuPage is west of Chicago. It serves an area of about a million people and has 36,000 students.

Like all economic development programs, we pursued a partnership involving government, education, and business and industry, and found a niche role in preparing new exporters for market entry.

Government participants have included all three levels, federal, state and local: the U.S. Small Business Administration, the U.S. Departments of Commerce and Education, the Office of the Lieutenant Governor, the Illinois Export Council, the Illinois Overseas Trade Offices, and the City and County Departments of Economic Development.

Our education partners have included the Illinois Community College Board, the University of Illinois at Chicago, and other regional community colleges and four-year institutions.

The third set of partners, business and industry, are an invaluable source of applied expertise. They include local exporters who are also members of the Advisory Board, the Illinois World Trade Center, industry associations, Chambers of Commerce, banks, law firms, and accounting firms.

A lot of hard work, commitment and tenacity goes into developing trade beyond our U.S. borders. **The extra ingredient for success lies in identifying mutual interests, and then enlisting cooperation and communication. And you must come up with goals and cost-sharing strategies that strengthen the programs of all partners.** Community colleges have a lot of experience doing that.

The outcome of trade assistance services provided in 1993 by the College and the three other State centers, patterned on the same partnership model, was $5.7 million in exports from new Illinois exporters.

Many other specialized training programs are offered by community colleges across the country, helping American manufacturers comply with standards of importing countries. A Trade Round Table at Raritan Valley Community College, New Jersey, for example, typifies ways colleges stimulate dialogue among exporters. A trade assistance program at Edison Community College's Business and Industry Center, Piqua, Ohio, informs and trains industries on the export potential for their products, such as heavy and light machinery, textiles, consumer appliances, and electronics equipment.- - *Nancy Lloyd Pfahl*

Teaching Technical English

Our college, Delaware County Community College, is located in an aging community of about 500,000 people, just west of Philadelphia. Our college population numbers about 11,000 credit students and 28,000 students in continuing education.

We began internationalizing a number of years ago, recognizing that the U.S. economy was going global and we needed to stay abreast. We also wanted to support our local businesses and industries as they reached out to new markets overseas.

We have many active programs around the world. Given the earlier reference to a sort of Catch-22 with airplane repair [p. 35], I should mention that we have a long-standing program in El Salvador, providing training for that country's national airline.

Another program involves universities in five Eastern Bloc countries. While English is the common language for most of the international scientific community, many scientists in countries of the former USSR were trained in the Russian language.

In 1989, we offered English to the science faculty and administrators of Czech Technical University, Praha. Today, universities in Estonia, Lithuania, Latvia, Slovakia and the Czech Republic are receiving such instruction, and other community colleges have joined in to help meet the increasing demand for a service difficult to purchase in-country.

The English courses are highly successful, an opinion backed up by the fact that the science faculty and administrators pay to attend the classes, and many have participated in every session offered. Some of the universities have also gone on to introduce complete programs in English, such as an engineering program to be taught in English at Czech Tech.

U.S. faculty have benefitted as well, bringing back valuable experience and knowledge to their American classrooms and contributing to the internationalization of their campuses.

The delivery model is easily transferable. It is customer-oriented and low-cost. It is also easy to sustain--mainly because of its simplicity and because the participants have a strong commitment to the program and stand to benefit directly from its continuing success.

Community colleges are particularly adept at providing all kinds of English language training. Harcum College in Pennsylvania, for example, offers a year-round English Language Academy, in 6 seven-week sessions, and suggests creating regional centers for specialized, short-term, intensive English language training.
- - *Paul L. McQuay*

Training Trainers

A significant part of the training that community colleges provide to a wide range of community sectors is training for trainers. In partnership with a variety of agencies, and in an effort to leverage the greatest impact from training hours, community colleges ensure a pool of qualified trainers to teach students and/or provide facilitative services.

Many business and industry institutes within the community colleges routinely offer training for qualifying instructors in specific fields. BPI, the Business and Professional Institute at College of DuPage, trains employees of various regulatory agencies, certified nursing assistant instructors and instructors in other health-related fields, human resources staff, volunteer managers, social workers, and heads of non-profit organizations seeking management and resource development training.

In partnership with the Kettering Foundation, a number of U.S. community colleges across the country conduct Public Policy Institutes where people can train to become facilitators for National Issues Forums. **The goal of National Issues Forums is to increase local capacity for participation in democratic processes. The outcomes: a more informed, more understanding, more empowered public.**

At Delta College in Michigan, the Community Services Division designed a program to train people with Spanish language fluency to train others in a court interpreter program to meet the needs of the Michigan legal system. This program strengthens an important democratic institution to carry out its role among diverse populations in the community.

The train-the-trainer concept also shows up often in community college work abroad.

St. Louis Community College, Harris-Stowe State College and the consortium, Community Colleges for International Development, are training faculty and staff of post-secondary institutes in Guyana as part of a program in technical, pedagogical and administrative upgrading.

El Paso Community College targets a program to elementary school teachers in El Salvador, who themselves are without a complete secondary education. The goal is to strengthen the network of primary teachers so that a greater number of students at the national level will have better possibilities for post-secondary education. - - *Nancy Lloyd Pfahl*

Databases and Information Networks

A user-friendly database on the training programs and services of U.S. two-year colleges is now being developed in conjunction with the American Association of Community Colleges (AACC). The AACC/NETWORK Database Project is a collaborative effort funded by the U.S. Department of Labor.

Known as the National Community College Workforce Development Database, it is seen as the most comprehensive training curriculum development tool the United States has ever operated. Data will be collected on hundreds of community colleges, each of which may be offering dozens of programs designed to meet the needs of business or government programs. Expected to be operational later this year, data on at least 5,000 training programs is predicted within two years.

The database will be housed in the U.S. Department of Labor's Training Technology Resource Center. It will be accessible through both Internet and an 800 number. It is also being designed so that studies can be done on the overall effectiveness of the colleges in delivering specific government programs and in meeting the training needs of specific industries.

The American Council on International Intercultural Education, a council of the American Association of Community Colleges, is developing a database to catalogue the international and intercultural programs and services provided at their member colleges. This database will help identify community colleges having experience with specified activities in world regions.

In the future there may be easily accessed directories available with complete listings of international consortia especially for community colleges, but the Task Force members are not now aware of such resources. - - *Thomas TenHoeve*

In the development of a partnership with USAID, it will be important for community colleges to assess and document the services that each has to offer internationally.

Questions that need to be addressed on topics such as export strategies, training in international business, marketing, partnering, and education-to-work skills include:

In what fields does the college have specialized expertise?
Will college management commit the financial and human resources necessary for a sustained effort?
What are the industry sectors for training students for jobs; and what is the export/import orientation of each sector?
Is there a training component that can be added to the product; is this done in partnership? - - *Clyde M. Sakamoto*

Telecommunications and Distance Learning

In 1988, the American Association of Community Colleges (AACC) published BUILDING COMMUNITIES, the report of its blue ribbon Futures Commission, which defined "A New Vision for a New Century." It laid out the need for every community college to develop a campus-wide plan for the use of communications technology. And it cautioned that if technology is not made evenly available to all students--if some colleges leap ahead while others lag behind--the gap between the haves and the have nots in education will increase.

In 1989, the Kellogg Foundation funded an initiative in association with the AACC to create exemplary programs aimed at building communities of learners: faculty, staff and other community colleges.

Two hundred twenty-five community colleges across the country participated in the grant and built a variety of new communities, from developing programs for pre-schoolers to high-tech training for college faculty. The experiment, dubbed the BEACON Program, has been an overwhelming success, not only in serving communities but in building them as well.

Like most other governmental, institutional and business organizations, community colleges are investing millions of dollars each year to improve their telecommunications plants. The money is being invested both for internal and external communication. **Since community colleges are primarily teaching institutions, and many developing countries and colleges need to address teaching issues, it is often our community colleges they turn to in exploring how the new technologies can help them.**

Three community colleges in southern California--Cerritos Community College, Santa Barbara City College, and the Coast Community Colleges--are working with Ural State College, in the former Soviet Union, and the National Center for Development in Education to see how distance learning techniques and technology can service their geographic area more effectively. Ural State is currently studying the use of telecourses and faculty and staff development practices at 16 community colleges in this country.

California community colleges have also helped with alternative learning systems in Mexico, Argentina, Chile and Japan, funded by local government agencies and/or private enterprises abroad. These and other international projects have planted the seed for telecourses in overseas colleges and universities and have created satellite learning linkages between California colleges and foreign colleges and ministries of education.

In a project designed to upgrade key job skills, TELESUR, the Telecommunications Company of Suriname, is funding a distance-learning delivery system for students in post-secondary programs. The project is being developed by Brevard Community College, Cocoa, Florida, in partnership with other community colleges. Needs assessment and train-the-trainers workshops have just begun.

At home, Kirkwood Community College, Cedar Rapids, Iowa, through TELELINK, an interactive microwave network linking seven learning centers in a seven-county, 4300-square-mile area in east central Iowa, serves 1200 students at remote sites each week.

The University of Hawaii Community College System additionally connects campuses and education centers on six islands with lower, upper and graduate classes through the Hawaii Interactive Television System (HITS). Within the tri-isle county of Maui alone, over 750 students a semester access 43 different courses on HITS, either through Maui Community College's microwave interactive system (SkyBridge) or through its cable television channel.

We find that developing countries are becoming much more interested in long-distance training. **The community college distance-learning model will develop quickly in other parts of the world because it is proving so effective for its times.**
- - *Clyde M. Sakamoto*

THREE SUGGESTIONS FOR PILOT PROJECTS

Planning Education Reform

South Africa faces the need to restructure its higher education system in order to provide more access for all its people and to enhance its cost-effectiveness and relevance. Many issues are involved as the country moves from an expensive and inefficient system designed for a minority of the population to one that provides for more entry and exit points, for an articulated education system where various parts feed into or fit together in a mutually supportive whole, and for cost-effective curricula and programs to meet the needs of a diverse population.

A main reason the U.S. community colleges hold a place of leadership in the nation's higher education system today is because they are highly responsive to community needs. USAID could well draw on this paradigm in helping facilitate the analysis and debate on how to rationalize South Africa's higher education system.

For example, the community colleges might work with the planners/implementers of the Initiative for Southern Africa on a regional approach to skills training. They might also link with South African institutions through USAID's bilateral assistance program to provide technical assistance in such areas as institutional planning and management, continuing education, community outreach and service, and in program development for specific technical fields.

Training Environmental Workers

One strategy developed by USAID's Bureau for Europe and the New Independent States is aimed at alleviating the serious energy and environmental problems in that region. In transforming and rebuilding existing organizations and infrastructures, a sustained effort will be required at the community level. Workers need to be taught plant safety, plant operators need to be retrained, citizens need to be educated on safe and efficient use of energy and the safe use and disposal of manmade products. Training is needed on toxic waste management and hazardous waste cleanup, and industry needs to improve its use and reuse of by-products.

Community colleges have experience in all these areas. They are experts at developing curricula for such training and education. For example, as part of the Environmental Protection Agency's Partnership for Environmental Training and Education program, community colleges have been the primary trainers in a collaborative effort involving national laboratories, four-year colleges, state and local governments, and the private sector.

Double-duty Language Training

U.S. community colleges have pioneered in practical approaches to teaching languages--designing their programs to meet specific training needs and producing significant savings in time and money. They can offer USAID new, cost-effective approaches to English language training, particularly in serving professionals, paraprofessionals and technicians who need short-term, intensive and specialized preparation.

Many new immigrants to this country are learning English in two-year colleges. These students are highly motivated. They see the clear linkage between acquisition of English language skills and advancement in their chosen occupations. The colleges have responded by targeting the needs, adapting the curricula, and providing students with language skills they can put to practical use on the job.

Community colleges all across the country have special centers devoted to small business development, international trade, environmental studies, early childhood development, medical and dental care, hotel management and tourism, and a host of other fields.

Special curricula can be designed that combine specific occupational professional and technical training with English language training. A clearinghouse that provides USAID an easy access route could eliminate an extra layer of management costs for the Agency and provide a superior educational product, whether it is delivered in this country or overseas.

This approach would allow USAID to take advantage of the many different centers of excellence the U.S. community colleges have established for various occupational skills and interests around the country and at the same time capitalize on the colleges' breadth of experience in teaching English as a second language--experience that is probably unmatched anywhere else.

RECOMMENDATIONS

The following recommendations seek to broaden the representation and involvement of U.S. community colleges in USAID's development assistance work. The Task Force proposes to create long-term linkages, provide specialized expertise, promote the application of community know-how and practice, and expand education about international development and the solution of global problems.

Mindful of budgetary constraints, the recommendations from the Task Force address several modest first steps that are essential to, and can ensure, a meaningful follow-up to its opening dialogue.

The Task Force recommends that USAID:

1) Distribute the report widely within the Agency, particularly to mission offices, and work closely with the community colleges for further distribution within that sector.

2) Broaden and assure representation of community colleges at both policy and action levels. The following actions are specifically recommended in order to continue the process initiated through this Task Force:

   (a) Include community college leaders who have experience in international development as members of the Administrator's proposed advisory group on higher education.

   (b) Include appropriate community college representation in the special advisory groups contemplated for each center in the Bureau for Global Programs, Field Support and Research--i.e., the centers for Economic Growth; Environment; Democracy and Governance; Population, Health and Nutrition; and Human Capacity Development.

   (c) Develop effective mechanisms of communication through which USAID can inform community colleges of relevant programs and activities, such as forums, briefings, and professional meetings, particularly those that include opportunities for interaction with field mission personnel.

   (d) Integrate community colleges in USAID's work with, interest in, or reference to higher education. Current practice is often oriented to universities.

The Task Force recommends that U.S. Community Colleges:

1) **Coordinate with the Agency to provide wide distribution of the Task Force report as part of a larger effort to increase public understanding of development assistance.**

2) **Improve the ways by which community colleges can keep abreast of USAID programs. Design creative mechanisms by which community colleges can facilitate greater information sharing and greater participation in development assistance.**

3) **Develop ways to inform USAID of programs and activities specific to Agency interests.**

4) **Provide forums for Agency personnel, including mission directors and officers on home leave, who can report on issues of mutual interest to local groups and can experience community colleges in action.**

The Task Force strongly recommends that USAID and U.S. Community Colleges work jointly to:

1) **Develop pilot initiatives, including the three suggested in this report, for using community colleges in development assistance.**

2) **Initiate and expand on databases to spur development through postsecondary education; for example, the American Association of Community Colleges/U.S. Department of Labor effort and that of the American Council on International Intercultural Education.**

3) **Assess the Canadian Model for possible adaptation and use in structuring a new Community College/Development Assistance Partnership.**

4) **Develop mechanisms to encourage broader community college participation in USAID programs including, for example, establishing a budget line item for direct community college support of USAID programs as well as *pro bono* consultation and analysis from participating community colleges.**

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